Teaching and Learning Policy

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Vision and Ethos

At Christ Church CofE Primary School, our vision is rooted in the words of Jesus:

"Let your light shine before others, that they may see your good deeds." Matthew 5:16

We believe every child is uniquely created in the image of God, with gifts and potential to be nurtured and developed. Our aim is for all pupils to flourish spiritually, academically, socially, emotionally and physically, while being successful, happy, included, nurtured and enriched throughout their time at Christ Church.

Through strong relationships, ambitious learning, high expectations and a broad curriculum, we create a community where pupils feel valued, develop confidence and are prepared to make a positive contribution to their communities and the wider world.

To achieve this, we aim to:

- Enable every child to flourish and fulfil their God-given potential.
- Provide consistently high-quality teaching that secures strong progress and outcomes.
- Ensure all pupils, regardless of background or starting point, access an ambitious, inclusive and knowledge-rich curriculum.
- Develop confident, independent, resilient and reflective learners.
- Promote high expectations for learning, behaviour, participation and achievement.
- Prepare pupils for the next stage of education and life beyond school.

At Christ Church, we understand learning as the acquisition, retention and application of knowledge, skills and understanding over time. Learning is

strengthened when pupils connect new learning to prior knowledge, think deeply, practise, receive feedback and revisit learning regularly.

We believe every child can succeed. Effective teaching, characterised by secure curriculum knowledge, strong relationships, high expectations and evidence-informed practice, is the most significant in-school factor in improving outcomes and life chances.

To ensure consistency and excellence, we have established a Core Teaching Offer: a shared set of evidence-informed teaching principles that provides common expectations, familiar routines and high-quality learning experiences for all pupils. Alongside this, instructional coaching is our primary approach to improving teaching, enabling continual professional growth and refinement of classroom practice.

Foundational learning lies at the heart of our curriculum. Strong foundations in reading, vocabulary, communication, oracy, writing and mathematics enable pupils to access increasingly complex learning across all subjects. Through explicit vocabulary instruction, structured discussion, effective questioning and regular opportunities for reading, speaking and listening, pupils develop the knowledge and language needed for success across the curriculum.

Our approach is informed by: the Fioretti Trust Teaching and Learning Principles; CUSP; Steplab Instructional Coaching; Rosenshine's Principles of Instruction; Cognitive Load Theory; Generative Learning Theory; Retrieval Practice; research into memory and long-term retention, and evidence-informed professional development.

Effective teaching and learning can only take place within a strong culture of safeguarding. All staff share responsibility for promoting pupils' welfare, creating safe, respectful and inclusive environments,
and maintaining the high standards of care that enable every child to learn, flourish and achieve their potential.

The Christ Church Core Teaching Offer

At Christ Church CofE Primary School, every pupil is entitled to experience a consistent, evidence-informed approach to teaching and learning.

Our Core Teaching Offer defines the shared principles that underpin high-quality teaching across the school. While practice may vary across subjects, phases and cohorts, the core principles remain consistent.

The Core Teaching Offer brings together two complementary elements:

1. *Our lesson design and teaching sequence,* informed by the CUSP approach:

Connect → Explain → Example → Attempt → Apply → Challenge

This sequence helps pupils connect prior knowledge, develop understanding, practise new learning and apply it with increasing independence.

2. *Our instructional coaching framework*, informed by Steplab, Christ Church has identified a tailored set of evidence-informed teaching techniques that best support pupil outcomes, staff development and curriculum implementation.

Together, these elements align curriculum design, classroom practice and professional development, establishing clear expectations while recognising the importance of professional judgement and subject expertise. See Appendix 1.

The Core Teaching Offer represents the teaching and learning entitlement for all pupils. Its principles are non-negotiable, but teachers adapt their implementation to the subject, phase, curriculum content and needs of pupils.

Our lesson design and teaching sequence

Connect

- Prior learning is deliberately activated and revisited through retrieval practice. This strengthens memory, activates existing schema and helps pupils connect new learning to what they already know.
- Retrieval activities revisit prior learning.
- Key concepts from previous lessons, units and topics are reviewed.
- Explicit connections are made between new learning and existing knowledge.
- Prerequisite knowledge is secured before introducing new content.

Vocabulary (within all 6 parts of CUSP approach)

- Vocabulary is taught through Explicit Vocabulary Instruction (EVI) and is revisited and applied across the curriculum. Vocabulary knowledge underpins understanding, communication and access to learning.
- Key vocabulary is identified and prioritised before teaching.
- New vocabulary is explicitly taught through clear definitions and explanations.
- Vocabulary is revisited and reinforced over time.
- Opportunities are provided to apply vocabulary in different contexts.
- Visual and contextual supports are used where appropriate.

Explain

- New knowledge is presented through carefully sequenced explanations that minimise unnecessary cognitive load and focus attention on the most important concepts.
- Learning objectives / questions and success criteria are clearly introduced.
- Learning is broken into small, manageable steps.

- Key knowledge, concepts and connections are emphasised.
- Questioning and formative assessment check understanding throughout.

Example (I Do)

- Expert thinking is made visible through explanation, modelling and worked examples.
- New learning is explicitly modelled.
- Worked examples are aligned to success criteria.
- Thinking, reasoning and decision-making processes are verbalised.
- Key knowledge, vocabulary and misconceptions are highlighted.
- Formative assessment informs readiness for greater independence.

Attempt (We Do)

- New learning is rehearsed with guidance before moving towards independence.
- Structured opportunities for guided practice are provided.
- Ongoing formative assessment monitors understanding.
- Misconceptions are addressed promptly.
- Teaching is adapted in response to pupil needs.
- Appropriate scaffolding and support are provided.

Apply (You Do)

- Pupils independently apply and demonstrate their understanding of newly taught knowledge.
- Learning is guided by learning objectives and success criteria.
- Understanding is monitored through observation, questioning and assessment.

- Responsive support is provided when needed.
- Independence, self-reflection and ownership of learning are encouraged.
- Accuracy, confidence and resilience are promoted.

Challenge

- Challenge is achieved through greater depth of thinking rather than additional workload.
- Reasoning and justification of thinking.
- Analysis and evaluation of information.
- Connections within and across learning.
- Application of knowledge in unfamiliar contexts.
- Critical thinking and deeper understanding.

Our instructional coaching framework

At Christ Church, we believe exceptional teaching develops through continual refinement, reflection and practice. Instructional coaching is our primary approach to improving teaching and ensuring all pupils experience consistently high-quality learning.

All teaching staff participate in a structured coaching programme based on the Steplab instructional coaching model and work with a designated coach. At Christ Church, we have specifically selected key Steplab steps that form our whole school approach but coaching also provides personalised professional development. While all staff engage in the same coaching process, individual targets are tailored to strengths, development needs and career stage.

The coaching cycle consists of:

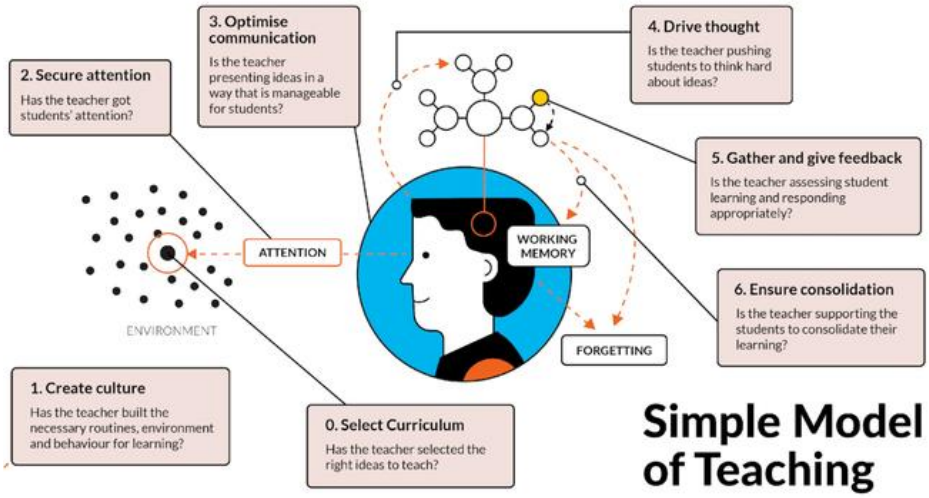
1. Observation

2. Feedback
3. Deliberate Practice
4. Implementation
5. Review

Unlike mentoring, which provides broader professional guidance, instructional coaching focuses specifically on classroom practice. Through evidence-informed feedback, deliberate practice that allows teachers to rehearse precise techniques before applying them in the classroom, and sustained implementation, teachers make incremental improvements that build confidence, increase fluency and develop stronger teaching habits over time, leading to better outcomes for pupils.

Our coaching framework is organised around seven key strands:

0. Selecting and Understanding the Curriculum (prior to the classroom)
1. Creating Culture
2. Securing Attention
3. Optimising Communication
4. Driving Thought
5. Gathering and Giving Feedback
6. Ensuring Consolidation



These strands provide a shared framework for professional learning and align closely with the Christ Church Core Teaching Offer, curriculum principles and school improvement priorities. They create consistency for pupils whilst enabling personalised development for staff.

Instructional coaching reflects our belief that professional learning is never complete. As we encourage pupils to become lifelong learners, we are equally committed to continually refining our teaching so that every child can flourish.

Selecting and Understanding the Curriculum

At Christ Church, high-quality teaching begins with a secure understanding of the curriculum. Teachers develop strong knowledge of curriculum progression, substantive and disciplinary knowledge, key vocabulary, misconceptions and intended end points so that learning remains focused on the most important content pupils need to learn, remember and apply.

A thorough understanding of the curriculum enables teachers to make informed decisions about lesson design, questioning, modelling, assessment and adaptive teaching. By understanding how knowledge builds over time, teachers help pupils make meaningful connections and achieve curriculum expectations.

Coaching priorities within Selecting and Understanding the Curriculum focus on:

- Securing strong curriculum and subject knowledge.
- Understanding progression within and across subjects.
- Identifying key substantive and disciplinary knowledge, vocabulary and end points.
- Anticipating misconceptions and barriers to learning.
- Sequencing learning to build knowledge over time.
- Using assessment to identify next steps in learning.

- Maintaining fidelity to the intended curriculum while responding to pupil need.

Creating Culture

At Christ Church, we believe that a strong classroom culture is the foundation of effective learning. Through high expectations, positive relationships and consistent routines, teachers create calm, purposeful environments where all pupils feel safe, valued and ready to learn.

Routines and expectations are explicitly taught and consistently reinforced. Teachers secure attention before giving instructions, communicate clearly, use modelling to support understanding and check that expectations are understood.

Motivation is fostered through early success, appropriate scaffolds and positive encouragement, enabling all pupils to engage confidently with learning. Misconceptions and mistakes are addressed with warmth, clarity and support.

We believe that high expectations are an expression of care. By combining ambition with the support pupils need to succeed, we create a culture of belonging where every child is known, valued and able to flourish.

Coaching priorities within Creating Culture focus on:

- Establishing clear routines and expectations.
- Securing pupils' attention and readiness to learn.
- Creating early success and positive learning habits.
- Reinforcing expectations consistently and positively.
- Responding to mistakes with warmth, clarity and consistency.
- Building belonging through high expectations, support and strong relationships.

Securing Attention

At Christ Church, we recognise that attention is the gateway to learning. Teachers use consistent routines, clear expectations and active participation strategies to gain, maintain and direct attention, maximising learning time and engagement.

Clear attention signals and active listening routines ensure pupils are ready to learn before instructions, explanations or questioning begin. Staff insist on full participation, creating a calm, focused environment where all pupils can succeed.

Instructions are communicated clearly and in manageable steps. Complex learning is broken into smaller chunks, supported through modelling and visual prompts where appropriate, reducing cognitive load and promoting independence.

Teachers maintain pace and purpose through efficient transitions, predictable routines and high expectations. Strategies such as choral response actively involve all pupils, rehearse key vocabulary and strengthen understanding, promoting engagement, fluency, confidence and retention.

Coaching priorities within Securing Attention focus on:

- Consistent active listening routines.
- Securing attention before teaching begins.
- Clear and concise directions.
- Breaking learning into manageable steps.
- Establishing pace through clear expectations and routines.
- Promoting participation through strategies such as choral response.

Optimising Communication

At Christ Church, we recognise that effective communication is central to successful teaching and learning. Through clear communication, curriculum content becomes accessible, understanding is developed and pupils are enabled to think deeply about new learning. This domain encompasses a broad range of strategies, reflecting its importance in curriculum implementation, vocabulary development, modelling, adaptive teaching and cognitive engagement.

Teachers communicate learning through careful planning, explicit instruction, purposeful questioning and effective modelling. Learning is sequenced around clear objectives, with concise, well-structured explanations that reduce cognitive load and focus pupils on the most important knowledge, skills and concepts.

Teachers make learning accessible through carefully designed tasks, resources and scaffolds. Complex learning is broken into manageable steps and supported through visual representations, dual coding, concrete examples and worked models. Success criteria are made explicit so pupils understand what successful learning looks like and how to achieve it.

Vocabulary development is a priority across the curriculum. Teachers deliberately select, explicitly teach and revisit high-value vocabulary, ensuring pupils understand its meaning and application. Through discussion, rehearsal and purposeful use, pupils develop the language needed to access increasingly complex learning.

Teachers use worked examples, live modelling and collaborative modelling to make expert thinking visible. Scaffolds are used strategically and gradually removed as pupils develop confidence, independence and mastery.

Teachers also make explicit connections to prior learning, wider curriculum concepts and real-life contexts. By highlighting these links and addressing misconceptions early, they support secure understanding and the development of strong mental models.

Through clear explanations, explicit vocabulary instruction, effective modelling and responsive scaffolding, teachers make learning accessible, memorable and appropriately challenging, enabling all pupils to understand, apply and retain ambitious curriculum content.

Coaching priorities within Optimising Communication focus on:

- Clear objectives, success criteria and learning sequences.
- Accessible tasks, resources and scaffolds.
- Effective explanation and modelling.
- Explicit vocabulary instruction.
- Purposeful use of representations and examples.
- Building on prior knowledge and addressing misconceptions.
- Discussion, rehearsal and application.
- Developing independence and mastery.

Driving Thought

At Christ Church, we believe learning is strengthened when pupils think deeply about important content. Teachers use purposeful questioning, discussion and carefully designed learning activities to develop understanding, reasoning and participation.

Questioning makes all pupils accountable for thinking. Teachers provide adequate thinking time, use structured questioning routines and create a culture where pupils feel confident to share ideas, take risks and learn from mistakes. Pupils are encouraged to explain, justify and extend their responses using full sentences, academic language and appropriate scaffolds.

Structured discussion, including paired and group talk, enables pupils to rehearse, refine and communicate their thinking. Through clear prompts, visual supports and questions requiring explanation, reasoning and

evidence, pupils develop understanding and oracy while respectfully building on and challenging one another's ideas.

Independent practice is carefully planned and monitored to ensure pupils apply new learning successfully. Teachers identify success criteria and anticipate misconceptions, enabling them to check understanding, provide timely support and respond quickly to errors.

Teachers also help pupils connect new learning to prior knowledge and wider curriculum concepts. By making these connections explicit, pupils develop stronger mental models and a deeper understanding of how knowledge is interconnected.

Through high expectations, purposeful questioning, meaningful discussion and responsive practice, pupils remain cognitively engaged and develop deeper, more secure understanding over time.

Coaching priorities within Driving Thought focus on:

- Accountable questioning and thinking time.
- Full-sentence responses and academic language.
- Reasoning through structured discussion.
- Challenge and scaffolding to deepen thinking.
- Building on and extending the ideas of others.
- Effective independent practice and responsive assessment.
- Making connections between prior and new learning.
- Maintaining cognitive engagement.

Gathering and Giving Feedback

At Christ Church, we believe feedback is most effective when it helps pupils recognise success, address misconceptions and improve their learning.

Teachers use responsive assessment and feedback throughout lessons to check understanding, adapt teaching and support progress.

A positive culture of feedback is established where mistakes are viewed as opportunities for learning. Pupils are encouraged to reflect on errors, learn from them and make improvements with confidence. Feedback is delivered with warmth, clarity and high expectations, helping to develop resilience and a growth mindset.

Success criteria are made explicit so that pupils understand what successful learning looks like. Teachers use exemplars, models and carefully selected examples to highlight key learning, subject-specific vocabulary and effective practice, enabling pupils to evaluate and improve their own work.

Teachers gather evidence of learning through questioning, observation, discussion and strategic circulation. Independent practice is monitored to identify strengths, misconceptions and next steps. Where additional adults are present, they contribute to the assessment process to build a comprehensive picture of pupil learning.

Feedback may be provided to individuals, groups or the whole class. Teachers use precise, actionable feedback to guide improvement, while whole-class feedback addresses common misconceptions, celebrates success and reinforces key learning.

Through responsive assessment, clear success criteria and timely feedback, pupils develop confidence, independence and a secure understanding of how to improve.

Coaching priorities within Gathering and Giving Feedback focus on:

- Creating a positive culture of feedback and improvement.
- Making success criteria explicit through models and exemplars.
- Gathering and using assessment information to inform teaching.
- Providing precise, actionable feedback.

- Addressing misconceptions and reinforcing key learning.
- Supporting pupil reflection, refinement and improvement.

Ensuring Consolidation

At Christ Church, we recognise that learning is strengthened when knowledge is revisited and recalled over time. Teachers use retrieval practice to secure key knowledge, strengthen long-term memory and connect new learning to prior understanding.

Retrieval quizzes are a routine part of classroom practice, enabling pupils to revisit previously taught content, identify gaps in understanding and reinforce important knowledge. Through consistent and predictable routines, pupils develop confidence in recalling, retaining and applying learning.

Retrieval activities are carefully planned to support curriculum progression and revisit the most important knowledge, vocabulary and concepts. Regular opportunities to recall prior learning strengthen memory, deepen understanding and build secure foundations for future learning.

Through systematic retrieval and purposeful revisiting, pupils secure learning in long-term memory and apply their knowledge with increasing confidence and fluency.

Coaching priorities within Ensuring Consolidation focus on:

- Consistent retrieval routines.
- Revisiting key knowledge, vocabulary and concepts.
- Strengthening long-term memory.
- Identifying gaps and misconceptions.
- Connecting prior and new learning.
- Developing confident recall and application of knowledge.

Teaching and Learning in the Early Years Foundation Stage

Teaching and learning in the Early Years reflects the principles of the Christ Church Core Teaching Offer while recognising the unique developmental needs of our youngest learners. We place particular emphasis on the prime areas of learning, recognising that secure foundations in communication and language, personal, social and emotional development, and physical development are essential for future success.

Communication and language are central to our Early Years curriculum. Through the ShREC approach *(Share Attention, Respond, Expand and Converse)* and high-quality adult-child interactions, adults intentionally develop children's vocabulary, speaking, listening and understanding. Rich conversations, storytelling, questioning and sustained shared thinking help children become confident communicators and active learners.

Our curriculum is underpinned by the CUSP Early Foundations Curriculum, ensuring children develop the knowledge, vocabulary and experiences needed to understand the world around them. Learning is delivered through a balance of direct teaching, guided learning and high-quality continuous provision, with opportunities for discussion, exploration and purposeful play. Through observation and responsive feedback, adults adapt teaching and provision to children's interests and next steps.

Instructional coaching supports continual professional development within the Early Years team. Using the Steplab instructional coaching framework, staff engage in regular coaching cycles aligned to the key areas of EYFS development, including curriculum implementation, classroom culture, attention, communication, thinking and responsive assessment. This ensures the continued development of high-quality interactions, ambitious curriculum implementation and effective teaching.

Through nurturing relationships, ambitious expectations and meaningful learning experiences, we foster confidence, independence, resilience and a

lifelong love of learning, ensuring every child is well prepared for Key Stage 1 and beyond.

Learning Environment

At Christ Church, learning environments are calm, organised, inclusive, purposeful and aspirational. Classrooms are designed to promote high-quality learning, support independence and ensure all pupils feel safe, valued and ready to succeed.

Sensory and cognitive overload is minimised through muted colour palettes, uncluttered displays and consistent classroom organisation. Learning and working walls are purposeful and focused on current learning, helping pupils access key knowledge, vocabulary and strategies without unnecessary distraction.

Displays support learning and independence through subject-specific vocabulary, retrieval prompts, curriculum exemplars and visual scaffolds, enabling pupils to recall prior learning, deepen understanding and apply knowledge with confidence.

Consistency is reinforced through visual timetables, clearly labelled resources and predictable routines, helping pupils navigate their environment successfully and focus on learning.

Through thoughtfully designed learning spaces, we promote engagement, wellbeing, independence and long-term success for all pupils.

Adaptive Teaching and Specialist Provision

At Christ Church CofE Primary School, we believe every child can succeed and flourish within an ambitious curriculum. We recognise that pupils learn in different ways and may require varying levels of support, challenge and guidance. Adaptive teaching is our primary approach to meeting these needs while maintaining high expectations and ambitious outcomes for all.

Adaptive teaching does not lower expectations or alter curriculum end points. Instead, teachers adapt support, scaffolds, representations, questioning, resources and levels of guidance so that all pupils can access and succeed in ambitious learning. Through responsive assessment, explicit instruction, effective modelling, vocabulary development, visual supports, structured routines and appropriate adjustments, teachers remove barriers to learning whilst preserving challenge and maintaining high standards.

Provision is adapted to meet the needs of all learners, including pupils with SEND, disadvantaged pupils and those requiring additional support or challenge. Staff proactively identify and address barriers to learning, ensuring all pupils can participate fully in classroom life and achieve their potential.

Our Focus Provision, with its ASD specialism, is underpinned by the same evidence-informed principles that guide teaching across the school, including high expectations, strong relationships, clear routines, explicit instruction, responsive teaching, retrieval practice and access to an ambitious curriculum. These principles are carefully adapted to meet pupils' developmental, communication, sensory and learning needs. Specialist approaches, targeted intervention and personalised assessment ensure that learning remains ambitious, meaningful and closely matched to individual need.

Further information regarding SEND, Focus Provision practice, specialist interventions and assessment procedures can be found in the school's SEND Information Report and SEND Policy.

By combining high expectations, adaptive teaching and specialist provision, we ensure every pupil develops the confidence, knowledge, skills and independence needed to flourish, fulfil their God-given potential and let their light shine.

Roles and Responsibilities

All staff

Responsible for implementing this policy through delivering an ambitious curriculum, maintaining high expectations and engaging fully in professional development and instructional coaching.

Subject leaders

Responsible for curriculum implementation, developing subject expertise, monitor standards and ensure progression in knowledge, skills and vocabulary across their subjects.

Instructional coaches support colleagues through personalised coaching cycles that strengthen classroom practice and improve pupil outcomes.

Senior leaders, including the Headteacher

Responsible for the strategic leadership of teaching and learning, monitoring the quality of education, supporting staff development and ensuring the effective implementation of this policy.

Governors

Provide strategic challenge and support, ensuring the school's vision and values are reflected in its educational provision.

Parents and carers

Work in partnership with the school to support learning, attendance, wellbeing and success.

Pupils

Be active participants in their learning and are expected to demonstrate the SHINE values, develop increasing independence and take responsibility for their own progress.

Linked Policies

This policy should be read alongside the:

- Curriculum Policy
- Behaviour Policy

- SEND Policy
- EYFS Policy
- Feedback Policy
- Safeguarding and Child Protection Policy

Appendix 1

CHRIST CHURCH

Teaching & Learning Model

Supporting adults to shine so every child can flourish.

LET YOUR LIGHT SHINE

STEPLAB

HOW WE TEACH

0 CURRICULUM
• End points • Key knowledge • Vocabulary • Progression • Misconceptions • Assessment
Teachers use secure curriculum knowledge to design learning that builds and connects knowledge over time.

1 CREATING CULTURE
• Belonging • High expectations • Routines
We create a positive culture where every child feels safe, valued and inspired to learn.

2 SECURING ATTENTION
• Participation • Pace • Listening • Focus
We secure attention so every child is ready to learn throughout every lesson.

3 OPTIMISING COMMUNICATION
• Explanation • Modelling • Vocabulary • Scaffolds
We explain clearly, model expertly and use language to build understanding.

4 DRIVING THOUGHT
• Questioning • Reasoning • Discussion • Thinking hard
We make pupils think deeply and develop curiosity, reasoning and resilience.

5 GATHERING & GIVING FEEDBACK
• Responsive assessment • Feedback • Improvement
We check understanding and give feedback that moves learning forward.

6 ENSURING CONSOLIDATION
• Retrieval • Revisit • Recall • Retention
We help pupils remember more and transfer learning to long-term memory.

STEPLAB *How We Teach*

CUSP *How We Structure Learning*

CUSP

HOW WE STRUCTURE LEARNING

1 CONNECT
Activate prior learning
We retrieve, revisit and make connections to what pupils already know.

2 EXPLAIN
Small steps, clear instruction
We introduce the learning goal and break learning into small, manageable steps. Check understanding.

3 EXAMPLE (I DO)
Model
We model new learning, think aloud and use worked examples to make expert thinking visible.

4 ATTEMPT (WE DO)
Guided practice
We rehearse together with guidance and scaffolds. We check and address misconceptions.

5 APPLY (YOU DO)
Independent practice
We apply learning independently, build confidence and take ownership of our learning.

6 CHALLENGE
Deep thinking
We go deeper with reasoning, problem solving and apply learning in new contexts.

SHINE

SUCCESSFUL (S)
Children achieve highly because teaching is ambitious, expertly sequenced and responsive.

HAPPY (H)
Children enjoy learning because classrooms are calm, engaging and purposeful.

INCLUDED (I)
Children participate fully because barriers are identified and removed.

NURTURED (N)
Children flourish through relationships, belonging, encouragement and care.

ENRICHED (E)
Children experience a curriculum that broadens horizons and inspires curiosity.

SHINE
Supporting adults to shine so every child can flourish.

FLOURISHING IN ALL THAT WE DO

ACADEMICALLY
Secure knowledge, strong progress and achievement.

SPIRITUALLY
Wonder, reflection, values and purpose.

SOCIALLY
Communication, teamwork and belonging.

EMOTIONALLY
Confidence, resilience and self-regulation.

PHYSICALLY
Healthy lifestyles, active participation and wellbeing.

CURRICULUM How we progress.
STEPLAB How we teach.
CUSP How we structure lessons.
SHINE Why we impact.